

THE YEAR AT GALLAUDET

1964 - 1965

A FULL YEAR

THE CENTENNIAL

The year 1964 was Gallaudet's Centennial year. The climax of the year's observances, during which the college looked not backward but forward to "the next hundred years," was the Centennial Banquet in June addressed by President Lyndon B. Johnson, who among his other duties serves as the official Patron of Gallaudet College.

THE INTERNATIONAL CONGRESS ON EDUCATION OF THE DEAF

More than 2,000 teachers of the deaf from more than fifty countries converged on Gallaudet's campus in June for the International Congress on Education of the Deaf. The printed proceedings of this Congress have already been acclaimed as one of the principal documents reflecting the state of the education of the deaf internationally.

ENROLLMENT

The year was full internally as well as in events of external significance. The college opened in September to 768 undergraduate and graduate students. Residential halls, with a designed capacity of 590, were overcrowded as never before. Many rooms intended for two students were assigned to three; but the addition of extra beds and dressers did not by any means produce satisfactory quarters for living and studying. Students and faculty both began looking forward to the new dormitories scheduled for completion by the following September.

IMPLICATIONS OF THIS INCREASE

Federal agencies that contribute to Gallaudet's support were as concerned as the College about the rate of its growth, its ultimate size, and orderly planning for its future. A long search for a Vice President whose sole responsibility would be long-range planning culminated in the appointment of Dr. R. Orin Cornett, who came to the College from the United States Office of Education, where he had been Director, Division of Educational Organization and Administration.

Meanwhile a study of the education of the deaf, requested by the Congress, yielded a published report to the Secretary of Health, Education, and Welfare. The report contained a chapter on Gallaudet College, projecting an annual ten percent growth in enrollment to a total of 1,250 students by 1970. Authors of the report, however, recommended demonstration programs providing "special help" for deaf students so that they could attend colleges for the hearing. It was suggested that Gallaudet proceed slowly with further expansion until it had been determined whether such programs would be feasible.

Ultimately the size of Gallaudet College will be limited by the capacity of its site and -- more importantly -- by the kind and quality of the education it seeks to provide. A very large increase in the size and scale of a college must inescapably change its character. The possibility of deaf students, in large numbers, attending colleges for the hearing, or the new National Technical Institute for the Deaf, would raise some questions about the growth and ultimate size of Gallaudet.

RESEARCH

As the college has grown in size and stature it has attracted increasing support, largely from Federal agencies, for research into many of the aspects of deafness. Research into the precise nature of auditory stimuli as they are perceived by deaf persons received great impetus with the appointment of Dr. James M. Pickett as Research Professor of Hearing and Speech. Professor Jerome Schein's study of the deaf population of the Washington Metropolitan area has provided the first detailed analysis of the conditions under which a largely submerged minority group makes its way in the world. Professor William C. Stokoe's long research into the nature and structure of the American sign language is completed and was scheduled for publication as a dictionary in December, 1965.

SERVICES TO TEACHERS OF THE DEAF

In service as well as in research the college is becoming an international center of information and expertise for teachers and scientists who are concerned with the problems of deafness. Two journals of world-wide distribution continued to be edited on the campus: the American Annals of the Deaf, and dsh Abstracts. Visitors from all lands come in increasingly large numbers. Summer institutes for teachers of the deaf were held for the second year in mathematics and for the summer of 1965 were scheduled in mathematics, science, reading, and school librarianship. The institutes, supported by Federal grants, are an opportunity for more than one hundred experienced teachers from schools for the deaf to update their knowledge in their fields, to study new techniques, and to meet the widely-known experts that Gallaudet assembles to supplement its summer faculty. About one third of these teachers are deaf.

STUDENT LIFE

If the faculty is the heart of any college, the students are certainly the focus of its attention. As the college has grown, the students have become less cohesive. From the point of view of the administration and of the Student Body Government, they have become less manageable; but from the point of view of their own educational welfare they profit by the failure of enforced conformity. Differing points of view are not only possible, they are stoutly expressed and defended. The hazing of freshmen, for example, once an inevitable condition of student life, is now so widely attacked by the students themselves that it promises shortly to disappear from the scene. That the faculty are pleased with this development needs little elaboration.

Students are concerned, moreover, that their contacts with the faculty be multiplied and improved, and that they maintain contacts with college students nationally. We have seen two Student-Faculty Mixers and an urgent request for a coffee house where teachers and students may meet for informal discussions. The Student Body Government holds membership in the National Student Association Congress and sends delegates to annual meetings.

FACULTY AND CURRICULUM

The faculty of the new Gallaudet that has been building for the past fifteen years, once largely young and inexperienced in the higher education of the deaf, is now largely middle-aged and battle-scarred. If the long trips between suburbs and college have tired them, they have not lost their enthusiasm for their work, or their ingenuity in finding new approaches to the intractable problems presented by the handicap of their students.

By and large, the faculty have been conservative in their approach to curriculum, preferring to experiment with and improve what they have established rather than attempt any radical departures. Merely to keep a department up-to-date in its offerings has been demanding enough. In mathematics and the sciences the country has seen wholesale revisions in college curricula; Gallaudet has followed suit. At the same time, the faculty have been concerned that courses not be allowed to proliferate and that students preserve a balance between their general education and their concentration in a major field. A student may not count towards graduation more than thirty hours of advanced courses in any department, or more than fifteen hours of such courses in a second department.

GRADUATE SCHOOL

A major reorganization was undertaken in the college's graduate studies, resulting in the formation of a Graduate School with its own Dean, Dr. D. Robert Frisina, Professor of Audiology. There are two purposes in the reorganization: the offering of more highly specialized curricula in teacher education; and the involvement of the entire Gallaudet faculty in graduate offerings to a degree that had not been possible prior to reorganization.

Ever since the date when the Conference of Executives of American Schools for the deaf established its requirements for the education of teachers of the deaf, a single curriculum has been thought sufficient to educate teachers for any grade level of deaf children and for any subject matter. Gallaudet now seeks to do what other schools of education have been doing for many years: producing specialists. In 1964 Gallaudet announced that it would prepare specialists in the following fields: nursery education; elementary education; secondary teaching fields in English, mathematics, science, and social studies; physical education; home economics education; art education; audiology; speech pathology; and school librarianship. Its proposals were approved by the Conference of Executives and by the United States Office of Education, which awarded 22 stipends for an entering class of a two year sequence leading to the master's degree. Gallaudet is accredited by the National Council for the Accreditation of Teacher Education in its elementary and secondary level teacher education offerings.

Faculty for the new Graduate School are drawn not just from the Departments of Education and Audiology, as in the past, but from all departments in the college in which specialties are offered. The college looks forward to this increasing involvement in graduate studies, and to the increasing Federal support which makes the involvement possible at no cost to its undergraduate enterprise.

ADMINISTRATIVE CHANGES AND ADDITIONS

In addition to the Vice President already mentioned, and to the appointment of Dr. D. Robert Frisina as Dean of the Graduate School, the President has added to his own staff as Special Assistant for Development, Mr. J. Carter Good. Mr. Good's assignment is to attract funds to the college from private sources, either unrestricted in purpose or devoted to the accomplishment of objectives that the College cannot attain through sources of income presently available.

Another important change, considering the greatly increased volume of business with prospective and present students, is the division of duties in the Registrar's Office. Miss Eleanor Tibbetts has discharged the duties of both Registrar and Admissions Officer since her appointment in 1954. She will continue as Registrar and Mr. Bernard Greenberg will serve as Director of Admissions. Mr. Greenberg has long served on the Admissions Committee and as Associate Professor in the Department of English, a title he still holds.

Summary of Enrollment

1964-1965

	Men	Women	Total	Men	Women	Total
REGULAR SESSION						
Graduate Students						
Candidates for Master of Science in Education	12	16	28			
Candidates for the Graduate Diploma	1	—	1			
Special Students	2	—	2			
	—	—	—			
Total Graduate Students				15	16	31
Undergraduate Students						
Seniors	41	15	56			
Juniors	65	44	109			
Sophomores	59	42	101			
Freshmen	139	89	228			
Special Students	10	6	16			
	—	—	—			
Total Undergraduate Students.....				314	196	510
Preparatory Students						
Total Preparatory Students.....				116	111	227
				—	—	—
Total in Regular Session.....				445	323	768
Summer Session, 1964						
Candidates for Master of Science in Education	12	37	49			
Special Graduate Students.....	7	29	36			
Auditors	6	4	10			
	—	—	—			
Total in Summer Session.....				25	70	95
Summer Institute in Mathematics, 1964						
Special Graduate Students.....	32	13	45			
Auditors	1	3	4			
	—	—	—			
Total in Summer Institute in Mathematics				33	16	49
Summer Session for Entering Students, 1964						
Total in Summer Session for Entering Students				37	32	69
				—	—	—
GRAND TOTALS				540	441	981

Geographical Distribution of Students

REGULAR SESSION
1965-1966

State	Graduates	Seniors	Juniors	Sophomores	Freshmen	Undergraduate Specials	Preparatory Students	Total
Alabama	—	1	2	1	4	—	2	10
Arizona	—	—	2	1	3	—	—	6
Arkansas	1	—	1	—	2	—	3	7
California	2	7	12	13	25	1	25	85
Colorado	—	—	—	—	3	—	1	4
Connecticut	1	3	1	7	3	—	4	19
Delaware	—	—	1	—	—	—	—	1
District of Columbia	5	2	—	4	2	2	—	15
Florida	1	—	2	4	6	—	1	14
Georgia	—	—	—	2	2	—	—	4
Hawaii	—	—	1	—	1	—	—	2
Idaho	—	—	—	—	—	—	1	1
Illinois	3	2	5	10	17	—	20	57
Indiana	1	3	2	1	8	1	3	19
Iowa	—	1	1	1	—	—	6	9
Kansas	—	—	3	1	3	—	6	13
Kentucky	—	—	1	1	2	—	1	5
Louisiana	—	1	1	2	3	—	3	10
Maine	—	—	1	1	—	—	2	4
Maryland	3	3	1	4	4	9	10	34
Massachusetts	1	2	5	—	4	—	1	13
Michigan	—	4	4	1	11	—	10	30
Minnesota	—	1	1	4	3	—	—	9
Mississippi	1	—	—	—	—	—	1	2
Missouri	1	2	6	4	6	—	11	30
Montana	1	—	—	1	—	—	1	3
Nebraska	—	2	2	2	3	—	1	10
Nevada	—	—	—	1	—	—	1	2
New Hampshire	—	1	1	—	1	—	—	3
New Jersey	1	1	7	2	8	2	4	24
New Mexico	—	1	—	2	3	—	1	7
New York	3	4	10	12	14	—	23	66
North Carolina	1	2	6	—	3	—	4	16
North Dakota	—	—	—	1	2	—	6	9
Ohio	1	2	3	1	7	—	13	27

Geographical Distribution of Students (Cont'd)

State	Graduates	Seniors	Juniors	Sophomores	Freshmen	Undergraduate Specials	Preparatory Students	Total
Oklahoma	—	—	—	—	2	—	3	5
Oregon	—	—	1	1	4	—	—	6
Pennsylvania	2	3	4	3	8	1	12	33
Puerto Rico	—	—	—	1	—	—	—	1
Rhode Island	—	—	—	—	2	—	1	3
South Carolina	—	1	—	2	5	—	1	9
South Dakota	—	1	2	—	—	—	3	6
Tennessee	—	1	1	1	4	—	4	11
Texas	—	2	1	2	8	—	8	21
Vermont	—	—	—	—	1	—	—	1
Virginia	—	—	3	1	7	—	8	19
Washington	1	2	2	—	9	—	2	16
West Virginia	—	—	—	1	1	—	3	5
Wisconsin	—	—	1	2	7	—	4	14
Wyoming	—	—	—	—	2	—	—	2
Canada	—	1	7	2	12	—	11	33
China—Hong Kong..	—	—	—	1	1	—	—	2
Finland	—	—	1	—	—	—	—	1
Germany	—	—	—	—	—	—	1	1
Ghana	1	—	1	—	—	—	—	2
India	—	—	—	—	—	—	1	1
Israel	—	—	—	—	1	—	—	1
Korea	1	—	—	—	—	—	—	1
Japan	—	—	1	—	—	—	—	1
Nigeria	—	—	—	—	1	—	—	1
South Africa	—	—	1	—	—	—	—	1
West Pakistan	—	—	1	—	—	—	—	1
TOTALS	31	56	109	101	228	16	227	768

Geographical Distribution of Graduate Students in Education

1891-1965

Alabama	6	Ohio	10
Arizona	9	Oklahoma	7
Arkansas	8	Oregon	4
California	30	Pennsylvania	23
Colorado	8	Rhode Island	1
Connecticut	11	South Carolina	7
Delaware	1	South Dakota	6
District of Columbia	25	Tennessee	4
Florida	10	Texas	8
Georgia	12	Utah	8
Hawaii	3	Vermont	1
Idaho	9	Virginia	25
Illinois	48	Washington	3
Indiana	11	West Virginia	7
Iowa	10	Wisconsin	10
Kansas	9	Wyoming	1
Kentucky	35	Argentina	1
Louisiana	6	Bolivia	1
Maine	5	Canada	11
Maryland	20	Ceylon	1
Massachusetts	6	China	2
Michigan	9	Colombia	1
Minnesota	24	England	1
Mississippi	15	Ghana	3
Missouri	32	Hong Kong	2
Montana	4	India	10
Nebraska	7	Ireland	1
New Hampshire	2	Korea	4
New Jersey	8	Paraguay	1
New Mexico	9	Philippines	2
New York	36	Thailand	3
North Carolina	19	Turkey	1
North Dakota	6	Western Nigeria	1

NOTE: Summer Session, Part-time, Short Course, and Evening Students included only when requirements for the Master of Science in Education are completed.

SUMMARY OF CURRENT INCOME AND EXPENSES

FOR THE YEAR ENDED JUNE 30, 1965

	Total	Current General Funds	Current Restricted Funds
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Current Income:			
I. Educational and General:	\$		
A. Student Fees	416,285.99	416,285.99	-
B. Federal Appropriations	1,926,000.00	1,926,000.00	-
C. Endowments, Gifts and Grants	341,739.74	20,120.37	321,619.37
D. Sales and Services of Educational Departments	5,369.00	5,369.00	-
E. Other Sources (Exhibit A)	23,480.45	23,480.45	-
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Total Educational and General	\$ 2,712,875.18	2,391,255.81	321,619.37
II. Auxiliary Enterprises	683,799.05	683,799.05	-
III. Student Aid	4,625.62	-	4,625.62
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Total Current Income	\$ 3,401,299.85	3,075,054.86	326,244.99
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Current Expenditures:			
I. Educational and General:			
A. General Administration	277,582.72	263,583.36	13,999.36
B. General Expense	408,280.80	386,310.33	21,970.47
C. Instruction and Dept. Research	1,138,292.39	1,082,458.99	55,833.40
D. Organized Research	185,771.82	53,016.49	132,755.33
E. Library	110,651.98	110,524.57	127.41
F. Operation and Maintenance of Physical Plant	294,843.59	294,843.59	-
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Total Educational and General	\$ 2,415,423.30	2,190,737.33	224,685.97
II. Auxiliary Enterprises	756,808.92	756,808.92	-
III. Student Aid	201,643.14	100,084.12	101,559.02
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Total Current Expenditures	\$ 3,373,875.36	3,047,630.37	326,244.99
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Excess of current income over current expenditures	\$ 27,424.49	27,424.49	-
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STATEMENT OF CURRENT INCOME

FOR THE YEAR ENDED JUNE 30, 1965

I	Educational and General:			
A	Student Fees -			
	Tuition -			
	Gallaudet College	\$ 258,126.01		
	Nursery School	15,407.75		
	Kendall School	122,099.05	\$ 395,632.81	
	Laboratory		4,790.00	
	Registration		3,951.00	
	Graduation		955.00	
	Student health		10,531.00	
	Transcript		426.18	\$ 416,285.99
B	Federal appropriations			\$ 1,926,000.00
C	Endowments, gifts and grants:			
	Endowments and gifts	\$ 28,726.46		
	Grants	313,013.28	\$ 341,739.74	
D	Sales and services of educational departments			
	Hearing and Speech Clinic	\$ 5,068.00		
	Counseling Center	301.00	\$ 5,369.00	
E	Other sources (Miscellaneous receipts)			\$ 23,480.45
				\$ 2,712,875.18
II	Auxiliary Enterprises:			
	Residence Halls -			
	Gallaudet College	\$ 182,696.76		
	Kendall School	27,594.08		
	Faculty and Staff	3,970.03	\$ 214,260.87	
	Faculty and Staff housing		2,525.54	
	Food Services -			
	Gallaudet College	\$ 299,571.97		
	Kendall School	44,906.37		
	Faculty and Staff	6,173.05		
	Snack Bar	2,479.36	\$ 353,130.75	
	Vending	\$ 8,705.58		
	Bookstore	\$ 105,176.31	\$ 683,799.05	
III	Student Aid			\$ 4,625.62
TOTAL	CURRENT INCOME			\$ 3,401,299.85

STATEMENT OF CURRENT EXPENSES

FOR THE YEAR ENDED JUNE 30, 1965

I Educational and General:			
A General Administration -			
	Governing Board	\$ 9,595.26	
	President's Office	39,887.85	
	Business Office	172,761.82	
	Dean's Office	<u>55,337.79</u>	\$ 277,582.72
B General Expenses			
1. Student Services			
	Registrar	\$ 36,864.45	
	Dean of Students	66,168.08	
	Admissions	23,827.96	
	Health Services	36,954.54	
	Counseling Center	<u>86,146.64</u>	\$ 249,961.67
2. General Institutional Expenses			
	Alumni Office	\$ 1,099.02	
	Audio Visual Aids	31,293.42	
	Commencement	2,500.65	
	Communications	28,965.63	
	Computer Center	30,205.50	
	Memberships	1,294.00	
	Printing	23,727.38	
	Public Relations	26,724.85	
	General Insurance	<u>12,508.68</u>	\$ 158,319.13
			\$ 408,280.80
C Instruction and Departmental Research			
	Gallaudet College	\$ 834,207.30	
	Graduate School	42,068.28	
	Summer School	25,114.63	
	Tutorial School Summer Session	11,800.77	
	Nursery School	<u>45,748.05</u>	\$ 958,939.03
	Kendall School	<u>\$ 179,353.36</u>	\$ 179,353.36
D Organized Research		<u>\$ 185,771.82</u>	\$ 185,771.82
E Library		<u>\$ 110,651.98</u>	\$ 110,651.98
Total Carried Forward			\$ 2,120,579.71

STATEMENT OF CURRENT EXPENSES
FOR THE YEAR ENDED JUNE 30, 1965

Total Brought Forward			\$ 2,120,579.71
F	Operation and Maintenance of Physical Plant:		
	Administration	\$ 59,322.08	
	Janitors	113,521.33	
	Building Repairs	95,384.94	
	Equipment Repair	12,365.12	
	Utilities	137,575.45	
	Grounds	38,707.39	
	Police	31,277.20	
	Property Insurance	4,238.56	
	Trucking	10,215.48	
		<hr/>	
	Sub-total	\$ 502,607.55	
	Less Transfer to Auxiliary Enterprises	<u>207,763.96</u>	<u>\$ 294,843.59</u>
Total Educational and General			\$ 2,415,423.30
II	Auxiliary Enterprises:		
	Residence Halls		
	Gallaudet College	\$ 239,257.14	
	Kendall School	60,211.96	
	Faculty & Staff	<u>20,208.27</u>	\$ 319,677.37
	President's, Faculty and Staff Quarters	7,787.01	
	Athletics	13,274.04	
	Food Service	320,212.11	
	Vending	234.57	
	Bookstore	<u>95,623.82</u>	\$ 756,808.92
III	Student Aid:		
	Fellowships	\$ 96,933.40	
	Scholarships	100,084.12	
	Other Student Aid	<u>4,625.62</u>	<u>\$ 201,643.14</u>
	Total Current Expenses		<u><u>\$ 3,373,875.36</u></u>